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CONTINUING EDUCATION IN HOME ECONOMICS FOR OUT-OF-SCHOOL YOUTH AND ADULTS, A GUIDE FOR PLANNING AND ORGANIZING LOCAL PROGRAMS.

BY- POLLOCK, KATHRYN M. AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY

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REPLACING "HOMEMAKING EDUCATION FOR ADULTS," PUBLISHED BY THE NEW YORK STATE EDUCATION DEPARTMENT IN 1956, THIS GUIDE INCLUDES EDUCATION FOR PERSONAL AND FAMILY LIVING AND FOR OCCUPATIONAL SKILLS. IT SHOULD BE HELPFUL TO ADULT EDUCATION DIRECTORS, SCHOOL PRINCIPALS, SUPERVISORS OF HOME ECONOMICS, AND AREA-CENTER PROGRAM PLANNERS. IT PRESENTS CONTENT AREAS WHICH PROVIDE A SOURCE FOR DESIGNS OF SUCH INFORMAL ACTIVITIES AS CLINICS, DISCUSSIONS, FIELD TRIPS, AND EXHIBITIONS. LISTS OBJECTIVES FOR THE TWO ASPECTS OF HOME ECONOMICS, PRESENTS AN OVERVIEW OF OFFERINGS AVAILABLE, AND SUGGESTS WAYS TO DETERMINE LOCAL NEEDS BY ANALYZING PRESENT OPPORTUNITIES FOR ADULT LEARNING AND COLLECTING INFORMATION ON ADULT CHARACTERISTICS AND THEIR PROBLEMS. IT SUGGESTS FIVE WAYS OF DEVELOPING AND OPERATING A LOCAL PROGRAM, EMPHASIZES THE IMPORTANCE OF INTERPRETING IT PROPERLY, GIVES SUGGESTIONS FOR STIMULATING PEOPLE TO PARTICIPATE, AND INDICATES SOME WAYS TO PROVIDE SPACE AND FACILITIES WHICH PROMOTE LEARNING BY ADULTS. IT DESCRIBES THE TYPE OF FINANCIAL RECORDS, INVENTORIES, AND PARTICIPANT RECORDS THAT ARE NECESSARY, AND LISTS QUESTIONS TO HELP DETERMINE THE VALUE OF THE PROGRAM. AN ANNOTATED BIBLIOGRAPHY IS INCLUDED. (SM)

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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT / ALBANY / 1966

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CONTINUING EDUCATION

FOREWORD

Continuing education in home economics, focused on individual and family living, is becoming increasingly important in the lives of adults. Rapidly changing situations and new developments in technology require new decisions daily for which new understandings and new skills are needed. Home economics now offers a broad program for out-of-school youth and adults with two dimensions: (1) education for personal and family living, and (2) education for occupational competence. Sound local planning is essential to the success of the continuing education program in home economics.

The major purpose of this publication is to guide those who wish to establish such a program. It is intended to replace Homemaking Education for Adults, published by the New York State Education Department in 1956. The new publication is expected to be helpful to adult education directors, school principals, supervisors of home economics, and area-center program planners.

While the course is a common pattern, other forms of instruction might be used in addition, especially when attempting to reach individuals who do not respond to the more formal patterns of education. This publication presents content areas which provide a source from which to draw when designing activities of a more informal nature, such as clinics, discussions, field trips,and exhibitions. Scheduling should also be flexible, designed to meet the circumstances of the various groups.

This bulletin was written by Miss Kathryn M. Pollock, Home Economics Director of the Elmira, New York, school system, under the guidance of Miss Laura M. Ehman, Chief, and Miss Janet E. Popp, Associate, of the Bureau of Home Economics Education. Dr. John H. Thatcher, Chief of the Bureau of General Continuing Education, and other members of that Bureau, gave valuable advice related to continuing education. E. Noah Gould, Associate in the Bureau of Continuing Education Curriculum Development, edited the manuscript and prepared it for publication.

Vivienne Anderson
Chief
Bureau of Continuing
Education Curriculum Development

William E. Young
Director
Curriculum Development Center

PREFACE

An adult home economics program should be planned and developed as an integral part of total community adult education. Local and area schools should make a careful study before developing their programs, to avoid unnecessary duplication of offerings and groups served. Education for family life is the concern of the school, the home, the church, and the community.

The modern world demands homes where adults are concerned with the deeper significance of life. This means that every member of a family must appreciate the unique contribution each makes to family living.

The home should be a place where each family member can find satisfaction in achievement and enjoyment in living, where parents provide education and guidance for children, and where the family fosters attitudes and abilities to help its members participate as responsible citizens in a free society. Home economics education has continually focused on helping individuals and families acquire the knowledge, attitudes, and skills necessary for satisfying family living.

John E. Whitcraft
Director
Division of General
Occupational Education

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Part I

OVERVIEW OF THIS PUBLICATION

Approaches for developing and operating programs of continuing education in home economics are suggested in this bulletin. It is organized into nine parts (in addition to Part I) and should be read completely; every part is vital in developing a sound program. A brief overview of each part follows:

Part II. Objectives of Continuing Education in Home Economics lists objectives for the two aspects of home economics. These are education for personal and family living, and education for occupational competence in jobs which use the knowledge and skills of home economics. These objectives will contribute to an understanding of the scope and possibilities of the adult home economics program.

Part III. Scope of the Continuing Education Program in Home Economics presents an overview of offerings available in the two aspects of the program: (1) Preparation for personal and family living, and (2) Preparation for employment.

Part IV. Identification of Local Needs for a Home Economics Program suggests some ways to determine these needs, such as by analyzing present opportunities for adult learning, collecting information on the characteristics of adults in the community, and collecting data on certain problems faced by adults.

Part V. Establishment of the Local Home Economics Education Program gives suggestions for developing and operating a local program. These suggestions include: planning a balanced program, organizing an advisory committee, using secondary home economics personnel, choosing competent instructors, and planning for needed variations in scheduling.

Part VI. Promotion of Participation in the Adult Home Economics Program emphasizes the importance of interpreting the program properly and gives some suggestions for stimulating people to participate.

Part VII. Space and Facilities for Teaching Home Economics indicates some ways to provide space and facilities which promote learning by adults.

Part VIII. Records and Reports for the Home Economics Program describes the type of financial records, inventories, participant records, course and meeting plans, long-range program plans, and annual reports essential for an efficient adult home economics program.

Part IX. Evaluation of the Local Home Economics Program lists questions to help determine the value of the continuing education program in home economics.

Part X. Sources of Information for Planning Programs in Home Economics Education presents an annotated list of publications which will be useful in planning and developing an adult home economics program.

Part II

OBJECTIVES OF CONTINUING EDUCATION IN HOME ECONOMICS

Education for personal and family living and education for occupational competence, two aspects of the home economics education program, supplement each other. Both contribute to the overall goal of home economics: "Home economics education aims to assist family members of all ages develop attitudes, appreciations, understandings, and abilities for the achievement of satisfying personal, family, and community life."[1]

To be effective parents and cooperative citizens, many adults need help in meeting new and varying situations in their homes, workplaces, communities, and the world. They must be able to recognize and cope with the problems they meet in these places if they are to pass on to the next generation the cultural values to which it is entitled. It is important, therefore, that one part of the school program focus on home economics education.

The objectives of home economics education for out-of-school youth and adults are identified below. A school program of continuing education in home economics in a given community may at one time be more

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[1]The New York State Education Department, Bureau of Home Economics Education: Syllabus for a comprehensive program. The Department, Education Building, Albany, New York 12224. 1965. p. 8.

concerned with one objective than with another. All objectives, however, should be carefully considered in a long-range plan.

A. Preparation for Personal and Family Living

Some of the objectives of the personal and family living aspect of home economics education are common to all education; for example, to clarify self-growth and self-expression. Other objectives, listed below, apply to home economics only, although they may be supported by contributions from other subjects. When the adult student completes this aspect of home economics education, he should:

1. *Understand his behavior and the behavior of others as a basis for improving communication and interaction within the family and relationships between the home and society.* This objective involves understanding the basic needs of individuals and families and the nature of the relation between the home and society. This objective also includes: recognizing the potent influence which the home and family exert on individuals, and knowing how to create a home environment which will encourage each family member to develop his capacities to the utmost--physically, socially, intellectually, and emotionally.

2. *Be adept at managing the human and material resources of the individual and the family so as to attain desired goals and values.* This objective involves recognizing the many resources the individual and family have and the ways to use each wisely. To reach this objective a student must understand the great importance of managerial ability in the home and must know good consumer buying practices.

3. *Be skilled in improving and maintaining the home, thus making it attractive, safe, and healthful*

for the family. This objective involves understanding differences in housing and housing requirements of individuals and families; recognizing ways to express taste in home decoration; knowing how to choose, construct, and renovate accessories for the home; knowing processes, products, and tools for cleaning, conditioning, and repairing in the home.

4. *Have greater ability to clothe family members suitably, thus making them attractive and enhancing their physical, mental, and emotional health.* This objective requires knowing good health and beauty practices, and having skill in making and caring for garments for self and others, and in selecting and altering ready-made clothing.

5. *Have greater efficiency in meal management, and in providing attractive and nutritious food for family and friends.* This objective involves knowing basic nutritional requirements, applying management principles to planning, preparing and serving food, and planning functional and attractive kitchens.

B. Preparation for Employment

The objectives of this aspect of the continuing education program in home economics are aimed at making out-of-school youth and adults employable in certain occupations. These occupations give service to families or individuals in family homes, institutions, and commercial establishments. Success in paid employment helps the individual improve as a family and community member. When the adult student completes this phase of home economics education, he should:

1. *Have improved those personal qualities which make for success on the job.* This objective involves recognizing and improving any personal behavior

which might lessen effectiveness as an employee; understanding the social factors and the family values and goals that affect the individual's competence and ability to carry responsibility on a job.

2. *Have the ability to manage for effective living at home and on the job, thus contributing to the achievement of satisfying personal and family living.* This objective involves comprehending the importance of managerial skill at home and on the job, and knowing the many kinds of resources available at home and on the job and ways to use each wisely.

3. *Develop competences necessary for specific job responsibilities as a means of qualifying for various service-type occupations which utilize the knowledge and skills of home economics.* This objective involves acquiring skill in the use and care of equipment related to the job, and in the utilization of efficient techniques and safe procedures in carrying out assigned tasks; knowing some home economics subject matter related to the area for which training is being given.

Part III

SCOPE OF THE CONTINUING EDUCATION PROGRAM IN HOME ECONOMICS

Each of the objectives stated in the preceding section suggests a wide range of possible learnings and activities. These have been organized into two separate programs: (1) Preparation for Personal and Family Living, and (2) Preparation for Employment. The content presented here provides a source of ideas from which to schedule opportunities for adult learning in a variety of ways as suggested in Part V. The scope of each program is explained below.

It is very unlikely that during any school year a district will offer all the curriculum areas of the two programs of home economics described in this Part. The curriculum areas offered will depend on such factors as the current needs of adults and the availability of competent staff and facilities.

A. Preparation for Personal and Family Living

This program is organized into five curriculum areas: (1) Personal and Family Relationships, (2) Personal and Home Management, (3) Housing for the Individual and the Family, (4) Personal and Family Clothing, and (5) Family Food and Nutrition. Within each area several phases of study have been suggested. Each phase develops information, understanding, and skills for the special needs of class members.

The following chart presents an overview of the five curriculum areas and shows suggested phases of study and possible topics. Helps for local program planning can be found in a publication of the New York State Education Department, Resource Courses for Planning Local Adult Homemaking Programs.

PHASE OF STUDY	SUGGESTED TOPICS
AREA: PERSONAL AND FAMILY RELATIONSHIPS	
Creating a Home Environment for Satisfying Family Living	•Influences on family life •Basic needs of individuals and families
The Family in the Community	•Importance of family in community •Organizations and groups serving families •Participation in community services
Family Adjustment to Illness in the Home	•Adjustment in time of illness •Ways families adjust to illness •Community resources for family health emergencies
Improving Family Unity Through Leisure-Time Activities	•Importance of family group activities •Provision for leisure-time activities

PHASE OF STUDY	SUGGESTED TOPICS
AREA: HOUSING FOR THE INDIVIDUAL AND FAMILY	
Selecting a Place for the Family to Live	•Trends in family living affecting housing •Housing for individual and family satisfaction
Home Care and Improvement	•Importance of maintaining and improving housing •Remodeling and renovating housing •Maintenance and improvement practices
Choosing, Constructing, and Renovating Accessories for the Home	•Purchasing versus constructing accessories for the home •Planning and constructing accessories for the home
Home Decoration	•Satisfactions from an attractive home •Influences on personal preference and home decoration •Resources available for decorating the home •Principles of interior decoration
Selection and Care of Home Furnishings	• Importance of making wise selections in furnishings • Influences on choice of furnishings • Selection and care of furnishings

PHASE OF STUDY	SUGGESTED TOPICS
AREA: PERSONAL AND FAMILY CLOTHING	
Three Courses Planned in Sequence: Selection, Care, and Construction of Clothing	Clothing construction projects will advance in degree of difficulty as class member progresses from one level to the next. Each course will consider the following content emphases:
Basic	∘ Selection of project, pattern, and fabric
Intermediate	∘ Selection, use, and care of equipment for clothing construction
Advanced	∘ Construction of garments ∘ Selection of accessories appropriate to garments ∘ Wardrobe planning for individual and/or family
Children's Clothing	∘ Selection of clothing for children ∘ Care of infant's and children's clothing
Two Courses Planned in Sequence:	Tailoring projects will increase in degree of difficulty from basic to advanced course. The following content emphases will be included in each:

(Continued on next page)

PHASE OF STUDY	SUGGESTED TOPICS
PERSONAL AND FAMILY CLOTHING (continued)	
Tailoring Basic Advanced	∘ Selection of project, pattern, fabric, and supplies for garment and lining ∘ Construction of tailored garments ∘ Repair and renovation of tailored garments
Personal Appearance and Grooming	∘ Factors affecting personal appearance ∘ Good grooming practices ∘ Selection and care of clothing and accessories for attractive appearance
Selection and Care of Personal and Family Clothing	∘ Selection of ready-made clothing and accessories ∘ Alteration of ready-made clothing ∘ Care and storage of clothing
Buying Clothing for the Family	∘ Planning for clothing expenditures ∘ Resources to aid in wise clothing purchases ∘ Financing clothing purchases

PHASE OF STUDY	SUGGESTED TOPICS
AREA: FAMILY FOOD AND NUTRITION	
Nutritious Meals that Save Energy, Time, and Money	° Considerations in family meal management ° Management practices in planning, preparing, and serving family meals
Meeting Food Differences of Family Members	° Dietary problems of family members ° Adjustment of family meals to meet special dietary problems
Two Courses Planned in Sequence: Foods and Hospitality	Occasions for which food is prepared increase in complexity from basic to advanced course. Constant emphases in each course include:
Basic	° Satisfactions from entertaining in or away from home
Advanced	° Organizing for preparation and service of food, both indoors and outdoors ° Preparation of foods for special occasions
Facilities for Preparing and Serving Family Foods	° Planning functional and attractive kitchens ° Selection, use, and care of kitchen equipment ° Safety in the kitchen

PHASE OF STUDY	SUGGESTED TOPICS
AREA: PERSONAL AND HOME MANAGEMENT	
Management for Satisfying Family Living	∘ Purpose of management in the home ∘ Influences on family management ∘ Improvement of management practices
Personal and Family Economics	∘ Influences on family use of money ∘ Common expenditures ∘ Financial planning ∘ Community resources for family financial management
Consumer Education for the Home	∘ Choice-making for family satisfaction ∘ Consumer buying practices ∘ Financing purchases Consumer Protection

B. Preparation for Employment

There are many service-type occupations in which adults can use their homemaking knowledge and skills. Several occupational areas have been identified in which adults are needed. Training outlines are available from the Bureau of Home Economics Education of the New York State Education Department.

The preparation-for-employment aspect of home economics has seven curriculum areas, each with the opportunity for developing competencies for several jobs. These program areas are listed below with selected job titles and possible places of employment.

SELECTED JOB TITLES	POSSIBLE PLACES OF EMPLOYMENT
AREA: FAMILY AND INSTITUTIONAL MANAGEMENT SERVICES	
Companion to the Elderly or Handicapped Home Attendant Homemaker Management Aide	∘ Public or Private Housing Developments ∘ Family Service Agencies ∘ Retirement Communities ∘ Individual Family Homes
AREA: HOME FURNISHING SERVICES	
Decorator Aide Seamstress: Drapery, Slipcover, or Upholstery Upholsterer's Helper Salesperson: Flowers, or Household Equipment	∘ Furnishings, Housewares, Decorating, and Gift Departments of Department Stores ∘ Specialty Shops ∘ Decorators' Studios ∘ Florist Shops
AREA: HOME AND INSTITUTIONAL HOUSEKEEPING	
Homemaker Assistant Hotel or Motel Housekeeping Aide Home Housekeeper Lodging Facilities Attendant	∘ Hotels and Motels ∘ Hospitals, Nursing Homes, and Other Institutions ∘ Individual Family Homes

SELECTED JOB TITLES	POSSIBLE PLACES OF EMPLOYMENT
AREA: FAMILY AND COMMERCIAL FOOD SERVICES	
Family Dinner Service Specialist Cook Helper Counter Man or Girl Waiter or Waitress Caterer Helper	• Hotels, Restaurants, and Lunchrooms • Private Clubs • Catering Services • Cafeterias and School Lunchrooms • Hospitals and Other Institutions • Individual Family Homes
AREA: FAMILY AND COMMERCIAL CLOTHING SERVICES	
Clothing Maintenance Specialist Alterations Seamstress Dry Cleaning Service Attendant Laundry Attendant	• Specialty Stores • Cleaning Establishments • Department Stores • Other Private Businesses • Individual Family Homes
AREA: CHILD CARE SERVICES	
School Aide Nursery School Attendant Child Care Leader Cottage Parent House Parent	• Day Care Centers (Public and Private) • Nursery Schools • Recreational Centers, Parks • Homes for Children, Family Homes • Hospitals and Pediatric Wards • Centers for Handicapped Children • Camps, Clubs

SELECTED JOB TITLES	POSSIBLE PLACES OF EMPLOYMENT
AREA: FAMILY AND INSTITUTIONAL HEALTH SERVICES	
Home Health Aide Nurse Aide Companion to the Elderly, Convalescent, or Handicapped First Aid Attendant Occupational Therapy Aide Orderly	• Hospitals • Clinics • Doctors' Offices • Sanitariums • Nursing, Convalescent, and Rest Homes • Centers for Children, Aged, or Handicapped • Rehabilitation Centers • Family Service Agencies • Retirement Communities • Individual Family Homes

Part IV

IDENTIFICATION OF LOCAL NEEDS FOR A HOME ECONOMICS PROGRAM

The program director must know the interests of out-of-school youth and adults and what they need to prepare for homemaking or employment. This would help the program director to determine suitable program offerings, course content, and facilities for an adult home economics program. An advisory committee can assist in collecting and analyzing data. Some ways to identify local program needs are:

- *Analyze existing opportunities in the community for adult learning in areas of home economics, before planning the school program.* Sources of information include: local colleges, settlement houses, social agencies, the extension service, and church and community groups.

- *Develop a file of information on adults in the school district.* This could include such data as: observable standards of home life, ethnic and local customs, economic status, occupation, educational background, size of family, leisure pursuits, and marital status. This information may be obtained from: village, city, and town offices; local employment offices; industrial personnel offices; the public library; and offices of other organizations in the community.

- *Collect data on types of problems adults face for which study in home economics can provide assistance.* Sources of information on such problems

are: former class members; parents of present secondary school pupils; officers and members of club groups; local business men such as bankers, realtors, merchants, and lawyers; clergymen; and employment service personnel.

•*Investigate adult needs for employable skills, potential employment opportunities, and existing training programs in or near the local community.* Information can be obtained from school records, from local employment services, and from questionnaires and surveys.

•*Help adults recognize the possibilities within a home economics education program for improvement of homemaking skills and development of competencies for service-type jobs.* Program possibilities can be interpreted through such means as spot announcements on radio or television, attractive flyers or handbills, and interesting descriptions of course possibilities in the general adult education brochure distributed to residents of the area before the adult classes begin.

Part V

ESTABLISHMENT OF THE LOCAL HOME ECONOMICS EDUCATION PROGRAM

The broad scope and content of the continuing education program in home economics require that many individuals take part in planning the program. School administrators, guidance counselors, adult directors, home economics teachers, and people in related work can all contribute in determining the kind of program needed for out-of-school youth and adults.

Suggestions for developing and operating a local program include planning a balanced home economics program, organizing a home economics advisory committee, using secondary school home economics personnel, choosing competent instructors, and planning variations in scheduling. Each suggestion is explained in more detail below.

Plan a Balanced Home Economics Program.

A balanced program may be described as one that offers several phases of home economics, promotes study in both family living and occupational preparation, and serves several groups of people. All three aspects of a balanced program need not be in operation every year, but should be evident in a three to five year projection.

In any community those who would benefit from study of home economics can be classified by age, marital status, family status, and working status. The age groups include the young adults, the middle-aged,and

the senior citizen. Marital status covers the unmarried, the married, the divorced person, and the widowed. Family status includes the person with a beginning family, an expanding family, a family in the middle years, and an aging family.

Work status can include the employed, the unemployed, the part-time worker, the professional employee, the unskilled laborer, and others. Additional classifications include various ethnic, economic and cultural groups, and people with special needs such as physical handicaps, health problems, and weight and figure problems.

Organize a Home Economics Advisory Committee.

Members of an advisory committee can help set program goals, help decide what programs to offer and what space and other facilities to use, and can stimulate people to enroll in adult education offerings.

The members of the committee should be selected from various family types, club groups, businesses, professions, labor unions, and employment agencies. They should represent different economic and social backgrounds. Board of Education members, school administrators, and other school staff should be involved in suggesting committee personnel.

Use Secondary School Home Economics Personnel

Home economics supervisors and teachers can help considerably in this program since they are familiar with the subject matter and with the needs of adults in homemaking and wage-earning. Some ways these supervisors and teachers can assist are:

- Help others recognize the importance of a local program and suggest courses and services

- Assist the teacher of adult classes (who may have little teaching background) to select subject matter and suitable teaching procedures
- Lend teaching aids and tell the inexperienced instructor about other teaching resources
- Plan with the adult instructor for cooperative and effective use of home economics facilities
- Help recruit adult students
- Recommend competent instructors

Choose Competent Instructors.

The success or failure of a program often depends upon the instructor. The best possible teacher available should be chosen. A sense of humor, ability to get along with people, high empathy for adult learners, and competence in the subject matter are essentials for an instructor in home economics.

Instructors may be recruited from secondary home economics teachers, college instructors, and retired home economics teachers. Other possible sources include business and industry.

Plan for Variations in Scheduling.

Number and length of sessions, time and place of meetings, and sequence of courses can vary with circumstances. Tours, trips, demonstrations, clinics, consultations, television study, home study courses, workshops, and single meetings are suggestions for variations in scheduling.

Meetings and other activities can be conducted in the morning, afternoon, or evening during the school year or during the summer months.

Part VI

PROMOTION OF PARTICIPATION IN THE ADULT HOME ECONOMICS PROGRAM

Adults will take part in a program with enthusiasm when they see immediate personal benefits. Therefore, directors of adult programs, teachers, and advisory committee members must publicize the benefits to help in recruiting students. Other ways to attract students are:

- Plan courses and activities which center on the needs and interests of specific groups in the school district. See in Part V "Plan a Balanced Home Economics Program."

- Be specific when giving information about courses and activities. Use descriptive, appealing titles which define content and its importance to the individual. All titles should indicate that the program is worthy of public support. For ideas see Part II "Objectives of Continuing Education in Home Economics," and Part III, "Scope of the Continuing Education Program in Home Economics."

- Appeal to potential students by using several methods and media of promotion. Examples include the following:

  1. Display photographs and other exhibits of the results of class instruction in the school and community.

  2. Get articles and pictures of class

activities on the society page or woman's page of local newspapers.

3. Visit, telephone, or write potential students to describe the program and to learn their training needs.

4. Circulate attractive brochures describing adult education offerings and results.

5. Conduct radio and television interviews about class activities. Also obtain spot announcements.

6. Have an "open house" in the school and invite adults to observe classes.

7. Use "car cards" in local buses to announce registration dates for classes.

Part VII

SPACE AND FACILITIES FOR TEACHING HOME ECONOMICS

The environment in which learning takes place helps determine the kind of growth that will occur. Attractive, well-equipped rooms encourage the use of a variety of teaching procedures. Some ways to provide and maintain space and facilities which promote learning by adults are:

- Use the home economics department in the local school district or in the area occupational center and allocate appropriate storage for adult class use. The secondary school home economics teacher should be helped to recognize the necessity of preparing the department for use by adults. This often means leaving work surfaces free from materials used during the day.

- Use a church, a public library, the YMCA or YWCA, a business place, or a private home, if appropriate school facilities are not available. The place should have good light, heat, and ventilation; chalkboards and storage space; and comfortable seats and tables. It should be near public transportation and have enough parking space.

- Follow a specific plan for obtaining, maintaining, and replacing equipment and supplies for adult class members. When facilities are shared, hold periodic meetings of the people involved to regulate use and care of equipment.

Part VIII

RECORDS AND REPORTS FOR THE HOME ECONOMICS PROGRAM

Certain records and reports are essential for a well-planned and efficient program. As a rule, they include financial records, inventories, participant records, course plans, plans for meetings, long-range program plans, and annual reports.

A. Financial Records

Good business practice requires a budget and a record of expenditures. In some schools special forms are provided. However, any form is suitable if it presents facts clearly, is easy to interpret, and follows generally accepted procedure.

Adult education activities are an approved operating expense under the Diefendorf formula. Instructional supplies, and repair and replacement of equipment are legitimate budget items.

B. Inventories

The administrator and the instructor of the adult program need to know the equipment and supplies, books, and teaching aids for which they are responsible. A physical inventory taken at the beginning of the program and again at the end will usually be enough.

If the place where classes are held has an inventory form, it should be used in the adult program. If there is no established form, one should be designed.

It should contain spaces for name of item, quantity on hand, location of item, date of inventory, and condition of item.

C. Participant Records

The home economics instructor will find it helpful to keep a personnel file on class members. In addition to data already on the school records, the instructor may obtain information from the adults, themselves, or from his own observations. The extent of this information depends upon what the instructor feels is needed to understand the students. A looseleaf binder or a file box can be used for keeping this data.

D. Course and Meeting Plans

The instructor needs to know what is to be accomplished. Objectives to be met, content to be covered, and learning experiences to be used should be written into each course outline and each plan for a meeting. The unit of study should be organized around life problems.

The Bureau of Home Economics Education of the New York State Education Department would welcome copies of course outlines and plans for meetings. This Bureau will evaluate the outlines and plans if asked to do so.

E. Long-Range Program Plans

In developing a program to cover all the interests and needs of adults in a given community, it is necessary to plan for a longer period than one year. A long-range program may be set up in various ways. For example, it may center on one or more of the five areas of personal and family living, and one or more of the seven areas of home economics occupational education. It can also emphasize a different aspect of an area each year for several years.

Another type of program can cover special age groups and deal with the interests and problems of a different age group in each of several courses. Regardless of the kind of program planned, it should be evaluated periodically since changing conditions often lead to new interests and needs.

F. Annual Reports

A report summarizing and evaluating the program of study is required by some local schools. The Bureau of Home Economics Education of the State Education Department requests an annual report each spring on a special form. Information from these forms helps the Bureau to analyze the State continuing education program in home economics and plan for future program needs.

The records and instructional materials for the adult home economics program should be kept on file. Each instructor will need to work out his own filing system; regardless of the system used this material and its files should be carefully labelled. Regular care is needed to keep the files up-to-date and in order.

Part IX

EVALUATION OF THE LOCAL HOME ECONOMICS PROGRAM

Much of the evaluation of the effectiveness of the continuing education program in home economics may be done by the director of the total program. It should consist of appraising standards and practices of the following: organization of the program; administration, supervision and staffing; courses offered; instruction; physical facilities; public and professional relationships; and program evaluation. Answering such questions as those listed below will help in the evaluation.

Organization of the Program

- Does the program reflect offerings in preparation for personal and family living and preparation for employment?
- Is the scope of the program flexible enough to meet the needs of adults of differing marital, family, and work status? Age groups?
- Are sequences of courses offered?
- Are program offerings varied enough?

Administration, Supervision, and Staffing

- Do the secondary home economics teachers

participate in planning and developing the adult home economics program?

- Is an advisory committee organized and functioning?
- Are the instructors well-qualified for the areas they teach?
- Is supervisory assistance given instructors through visits and workshops?
- Are class fees, if any, so big that they keep out interested students?
- Are financial and other records kept in accordance with sound business practices?
- Are adequate inventories taken periodically?
- Is a good filing system used for records and instructional materials?
- Are attendance records on file? Are they used to prevent a student from repeating a course unnecessarily?

Curriculum Offerings

- Are course outlines up to date?
- Do titles and descriptions of courses and activities describe their educational objectives?
- Are offerings flexible enough to meet the needs, convenience, and capabilities of the students?
- Do many students drop out of courses?

Instruction

- Are group and individual objectives defined and clearly understood by students and instructor?
- Does instruction develop skill in adapting basic concepts to everyday situations?
- Is the student helped to identify values and to develop decision-making skill?
- Does the instructor stimulate effective learning?
- Are teaching methods, techniques, and aids varied? Are they used effectively?
- Is group instruction utilized whenever possible?
- Are the students encouraged to experiment on their own?
- Are community resources used to advantage?

Physical Facilities

- Are teaching space and facilities adequate?
- Is equipment kept in good working condition?

Public and Professional Relationships

- Do good relationships exist between administrative and teaching personnel?
- Does the instructor have good rapport with his class?
- Is the adult home economics program effectively

interpreted to teachers, students, and other community members? Does this promotion bring in potential students?

Program Evaluation

- Is a periodic evaluation of the total adult home economics program scheduled?
- Are results of the evaluation used for improving the program?

Part X

SOURCES OF INFORMATION FOR PLANNING PROGRAMS IN HOME ECONOMICS EDUCATION

Selected books, pamphlets, and periodicals are listed below to aid the planners of continuing education programs in home economics.

BOOKS

Bergevin, P.E., Morris, Dwight, & Smith, R.M. Adult education procedures. Greenwich, Conn. Seabury Press. 1963.

Contains suggestions for procedures and programs for adults. The latter part of the book is devoted to teaching techniques and education aids.

Knowles, M.S. The adult education movement in the United States. New York, N.Y. Holt, Rinehart, Winston. 1962.

Explains the history of adult education as background information for those responsible for organizing a total program.

Morgan, B., Holmes, Glenn, & Bundy, Clarence. Methods in adult education. Danville, Illinois. Interstate Printers and Publishers. 1960.

Covers briefly the adult education program, concentrating on principles. Includes ideas for selection and use of a variety of teaching methods.

National Association of Public School Adult Educators. Public school adult education: A guide for administrators; rev. ed., ed. by John H. Thatcher. The Association, 1201 Sixteenth Street, N.W., Washington, D.C. 1963.

Presents the theory of public school adult education and specific action steps for planning, building, and maintaining a program.

PAMPHLETS

Hathorn, E.C., Ladwig, G.M., & Wallis, Josephine. Do teach adults. Lafayette, La. University of Southwestern Louisiana, School of Home Economics. 1965.

Covers selection and use of advisory groups, techniques for publicizing programs, and suggestions for appraising classroom learnings.

New York State Education Department. Bureau of Adult Education. Education Building, Albany, New York, 12224. Continuing education and public responsibility. The Department. 1960.

Contains conference addresses given by Elmo B. Roper, Carroll V. Newsom, and William P. Tolley. Each address states the feeling of the author on public responsibility for the education of adults.

_____Bureau of Adult Education. Continuing education for adults and the State of New York. The Department. 1960.

Gives guidelines for planning and administering adult programs and identifies the services available from various Education Department groups.

_____Bureau of Adult Education. The curriculum in continuing education. The Department. 1962.

Presents recommendations of a conference group for curriculum. It contains information on philosophy and selected areas of instruction including education for family living.

_____Bureau of Adult Education. A platform for continuing education and the State of New York. The Department. 1960.

Deals with the why of adult education and the type of education which adults need.

_____Bureau of Home Economics Education. Resource courses for planning local adult homemaking programs. The Department. 1962.

Outlines 26 courses in five broad areas of personal and family living. Suggested content, methods and techniques, and evidence of possible learning are given for each course.

Wood, M.W. Adult family living education. Phoenix, Arizona. State Department of Vocational Education. 1965.

Focuses on some problems in adult home economics education such as selection of teachers, recruitment of participants, and evaluation of learning.

MAGAZINES

Adult Leadership. Adult Education Association. 1225 19th Street, N.W., Washington, D.C. 20036. Available to members with dues, to non-members for $7.50 a year.

Presents articles on all aspects of adult education.

Illinois Teacher of Home Economics. University of Illinois. Urbana, Illinois. Appears six times a year. $3.00 a year.

Contains articles on specific phases of the adult home economics program.

Journal of Home Economics. American Home Economics Association. 1600 20th Street, N.W., Washington, D.C. Available to members with dues.

Gives program implications for adults.

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